

Introduction

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These new laws emphasize the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the adequate yearly progress of all students.

This new process of providing interventions to students who are at risk for academic or behavioral problems is called RtI (Response to Intervention).

What is RtI?



RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.



What Are the Benefits of RtI?

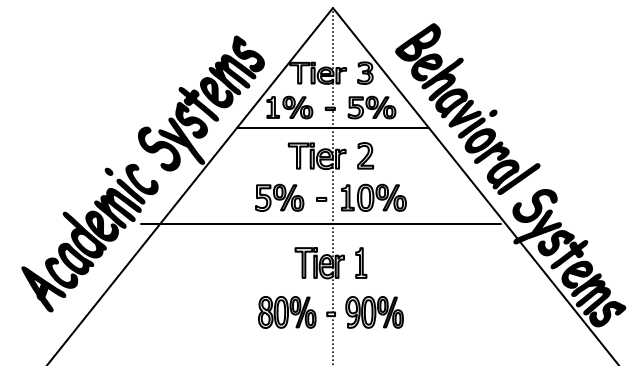
Perhaps the greatest benefit of an RtI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns.

While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas.

These progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.

What is the RtI Process?

Most RtI systems are divided into a three-tier intervention model as illustrated below:

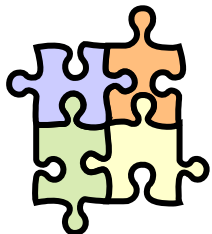


- Tier 1:** -Core Curriculum – 80-90%
-Whole Group/Core Instruction
-For All Students in the Class
- Tier 2:** -Small Group Interventions 5-10%
-For Some Students (At-Risk)
-Done in Addition to Tier 1
- Tier 3:** -Intense Interventions – 1-5%
-Customized Interventions
-For a Very Small # of Students
-Done in Addition to Tier 1 & Tier 2

What If My Child is Referred to the School's "Problem-Solving Team"?



- Attend the meeting. Remember, you are the expert of your child!
- Ask what interventions are being used for academic and/or behavioral problems.
- Ask what techniques are being used to monitor student progress and the effectiveness of the implemented interventions.
- Ask your school to provide you with regular progress monitoring reports.
- Praise your child for any progress or general improvement in the area(s) of concern.
- Implement or reinforce any strategies or interventions at home.
- Always ask questions when things are not clear!



How can Parents Be Involved?



- Frequently communicate with your child's teacher(s).
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with your child's homework assignments.



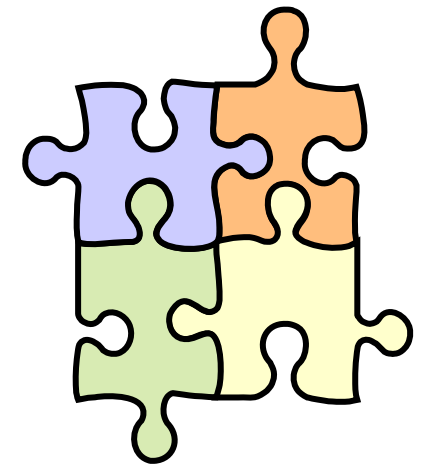
What If My Child is Having Difficulty With Academics or Behavior in School?

- All K-8 students are assessed three times yearly in reading and math using the Aimsweb test.
- Students scoring in the below average and well below average ranges in reading and/or math will receive interventions.
- All K-8 students will be participating in Positive Behavior Interventions and Supports (PBIS) program.
- Student progress is monitored.

Questions and/or Concerns?
Please contact the following people at the school: (815-795-2428)
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A Parent's Guide to

Response to Intervention



Marseilles Elementary School
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